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Tools for Teaching Conference


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Aug 20th, 9:00 AM - 10:30 AM

## Keynote - The Case for Inclusive Teaching

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*Grand View University*

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Gannon, Kevin, "Keynote - The Case for Inclusive Teaching" (2019). *Tools for Teaching Conference*. 2.  
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# THE CASE FOR INCLUSIVE TEACHING



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### Writing Prompt:

Briefly describe what is, in your assessment, the most significant pedagogical principle you use in your own teaching.

### Criteria:

- Penmanship
  - clarity and readability of text
- Word Count/Time Limit
  - ability to distill complex thoughts and communicate them extensively in a brief period of time

YOU ARE NOW ENTERING

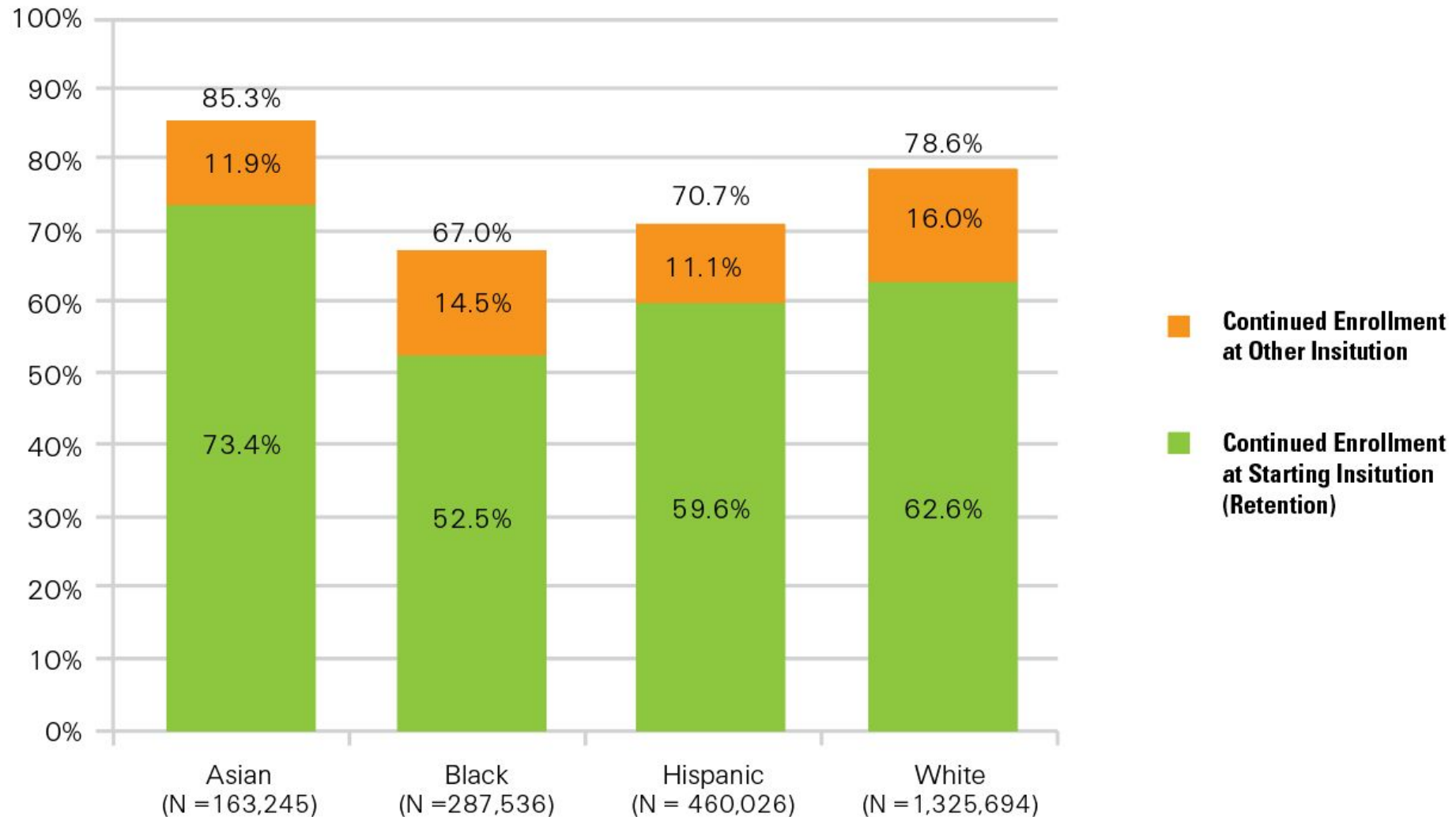
A SPACE OF PRIVILEGE

AND PREJUDICE

**How many students are experiencing college this way?**



**Figure 2.** First-Year Persistence and Retention by Race and Ethnicity  
Fall 2016 Entering Cohort, All Sectors



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the National Student Clearinghouse Research Center website: [https://nscresearchcenter.org/wp-content/uploads/NSC\\_SnapshotReport33\\_PersistenceRetention\\_Data\\_Tables.xlsx](https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotReport33_PersistenceRetention_Data_Tables.xlsx). Persistence and retention rates for the following race/ethnicity categories are available in the data tables accompanying this report: American Indian / Alaska Native, Pacific Islander, Two or More Races, and Nonresident Alien.



## 6-year graduation rates:

- White students: 71.7%
- Asian students: 75.8%
- Latinx students: 48.6 %
- Black students: 39.5%
  - 42.8% of black students "no longer enrolled" in that period

National Student Clearinghouse Research Center

“... our **vision** is to provide an education distinguished in its ability to prepare transformative leaders for service to the world. Our **mission** is to be a great Catholic university dedicated to providing students with excellent teaching and learning in the Franciscan and liberal arts tradition. We welcome students of all faiths who seek an educational experience framed within the context of our Franciscan **values** of dignity of the individual, peace and justice, reconciliation, and responsible stewardship...”

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**Inequitable outcomes are mission failure.**



**Diversity is not enough.**

**Power imbalances and inequities can easily coexist with diversity.**







**Diversity is being invited to the table.  
Inclusion is having a seat at the table.  
Belonging is having your voice heard at the table.**

A. How might we rethink our pedagogy in increasingly diverse learning environments?

B. How can we create learning environments that respect and care for the souls of our students?

(Tuitt, 2016)





## **(Re)Center Teaching and Learning**

***Scholarly, critically reflective practice must be at the heart of our work***

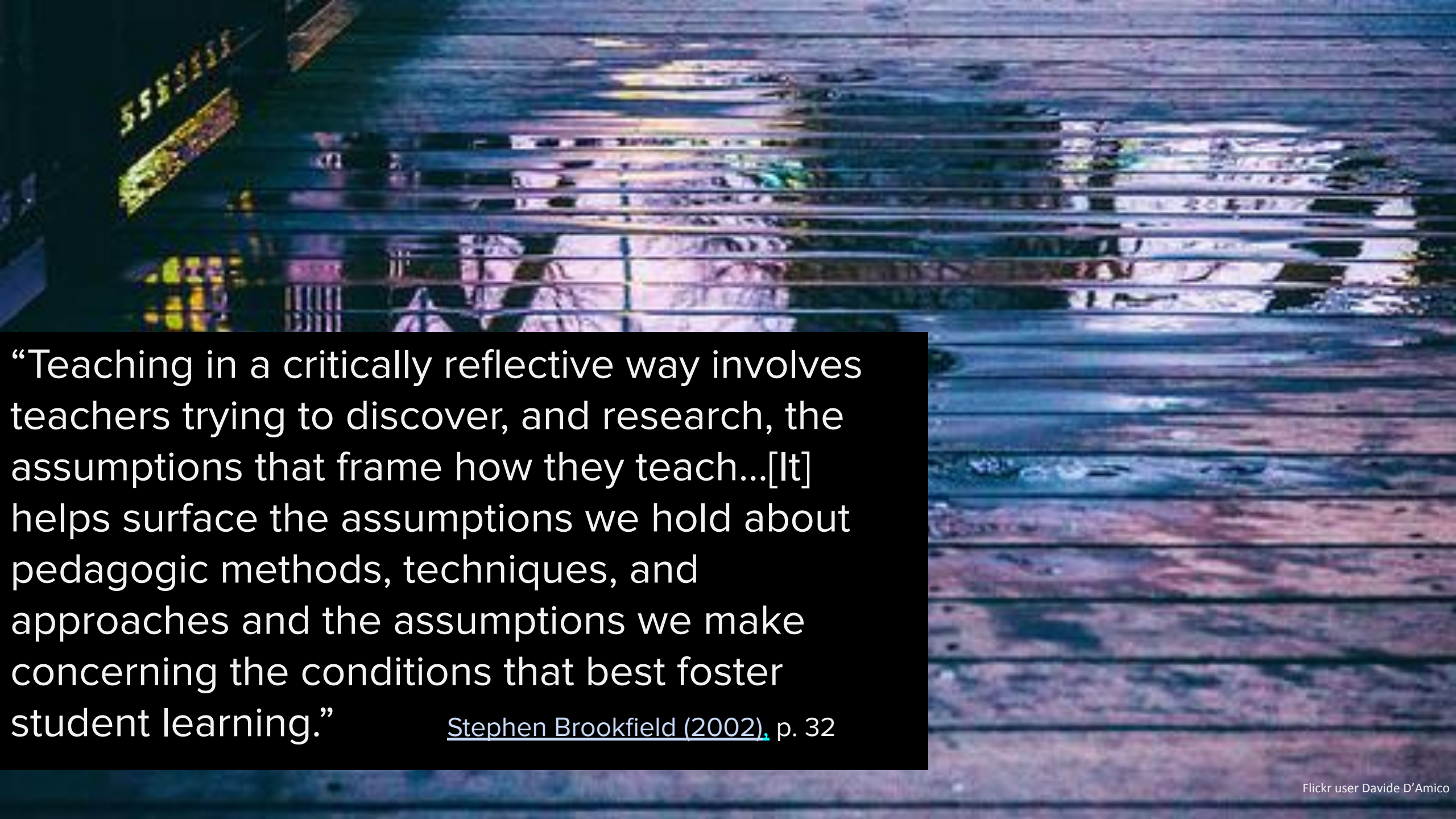




**It's OK if you lecture for 2  
straight hours, as long as  
your class is small**

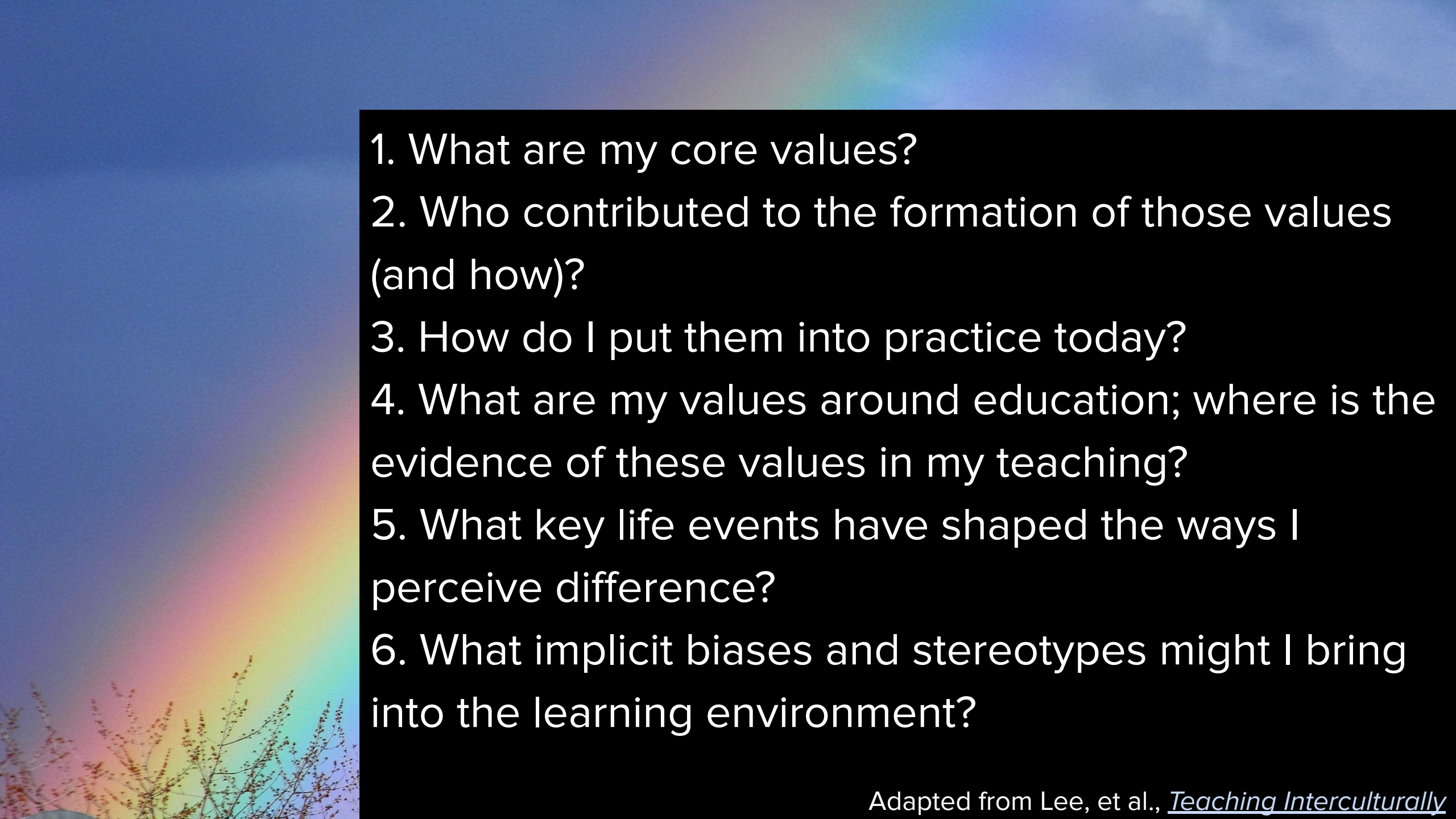






“Teaching in a critically reflective way involves teachers trying to discover, and research, the assumptions that frame how they teach...[It] helps surface the assumptions we hold about pedagogic methods, techniques, and approaches and the assumptions we make concerning the conditions that best foster student learning.”

[Stephen Brookfield \(2002\)](#), p. 32


- 
1. What are my core values?
  2. Who contributed to the formation of those values (and how)?
  3. How do I put them into practice today?
  4. What are my values around education; where is the evidence of these values in my teaching?
  5. What key life events have shaped the ways I perceive difference?
  6. What implicit biases and stereotypes might I bring into the learning environment?



**LOOK AT ALL**

**THE FREE TIME I DON'T  
HAVE**





**Inclusive Pedagogy is an essential and fundamental part of our professional and ethical stance as college educators.**



A background image showing several hands of different skin tones reaching upwards towards the top of the frame, symbolizing diversity and inclusion.

# **In Our Faculty Work, Inclusion Matters**

- **Our student body—and thus our classes—are more racially and ethnically diverse than ever.**
- **Classrooms (and some institutions) are becoming increasingly borderless.**
- **Students are demanding that global issues of race, racism, and intersectionality be included in the curriculum.**

(Haynes, 2017)

# Inclusive Pedagogy is...

"...deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design."

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Critical and Inclusive Pedagogy is where students become *critically conscious*, and "*recognize themselves as the architects of their own cognitive processes.*"

Paulo Freire, *Pedagogy of the Oppressed*



# Four Domains of Inclusive Pedagogy

Course Content and Design  
Instructional Practice  
Faculty-Student Interactions  
Student-Student Interactions



**1. Course Design**

**2. Class Climate**

**3. Access to Learning**







Who are our students?



# At what intersections do our students stand?

## **Our students are...**

- Low-income
- Minoritized
- Gendered
- Immigrants
- Parents or primary caregivers
- In the justice system
- Disabled students

## **So I can...**

- Think about my course materials
  - OER, online or digital
- Examine my in-course media and examples
- Reflect on my course policies
  - Attendance
  - Disclosure
  - Syllabus Statements
- Differentiate teaching styles and assessments





Who creates knowledge in our field?



## Course Description and Objectives:

In this course, we explore the history of the United States since end of the Civil War and Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and more. You will also develop ways of thinking historically through critical analysis of primary sources; setting events, documents and people in their historical contexts; and reading and evaluating historical narratives from the "raw material" of the past. In this course, you will learn much more than memorize facts or dates – you will be busy actively learning about history. The course will also cover relevant aspects of the Massachusetts constitutions, in accordance with MA General Laws, Chapter 73, Section 2A, "Constitutions" requirement.

## Required Texts:

James West Davidson et al, *Experience History: Interdisciplinary Approaches to American History* (McGraw Hill 2011), ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: Reading American History through Contemporary Times*

## Course Requirements:

This course involves reading, writing, and group discussion. You will read at least one textbook chapter each week, plus additional readings. This is equivalent of 30 pages over the course of the term. You will write the whole semester. You'll need to have (or learn) basic writing skills. You will speak up in class and demonstrate active learning, not just listen. To take advantage of multiple learning styles, and to make the classroom, I will assess your learning in several different ways.

- **Attendance and Daily Work 20%** – I take attendance every day. You are ready for discussion each day. I expect class discussion to be substantive, and that you will have done that day's assigned reading. Such thing as an "excused" absence – you're either in class, or you're not. pop quizzes, discussion questions, and class participation. These depend on being present in class.

<sup>1</sup> MA General Laws, Chapter 73, Section 2A.

"In all state colleges the constitutions of the United States and of the commonwealth shall be taught as required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

lowest score is dropped; there are no makeup exams.

You'll note that fully half of your grade involves showing up prepared in class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

**Document Responses – 30%** (2 double-spaced pages) – You can turn in one of these each week on Fridays. They are short papers analyzing, responding to, or connecting a document from *For the Record* with our textbook or to a larger issue/theme/current event in American history. These are not essays, but rather brief works of historical analysis considering primary sources and the "story" of history. You can skip one week, since there are 11 possible Fridays. Each response must be carefully proofread for correct grammar and spelling, and should contain a citation of the original document. They need to be turned in **DURING CLASS** or **BEFORE CLASS** on Friday. There are **NO** makeups or late papers.

projects of your own original work, each of which involves original, carefully crafted, historically informed writing. For the first project you will read *For the Record* reader, and then write a paper that develops an argument. For the second project, you'll use and then improve a document by studying a more recent event in American history. Each of these projects counts for 15% of your final grade.

attendance does not earn full credit. Sleeping/texting in class definitely does not earn full credit. Daily Work may include pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.

Exam dates:

You can turn in ONE each week on Friday. You need a total of 10 by the end of the term.

An analysis and comparison of two documents from *For the Record*

A paper/project focused on an event in recent US History (since 1980)

100%

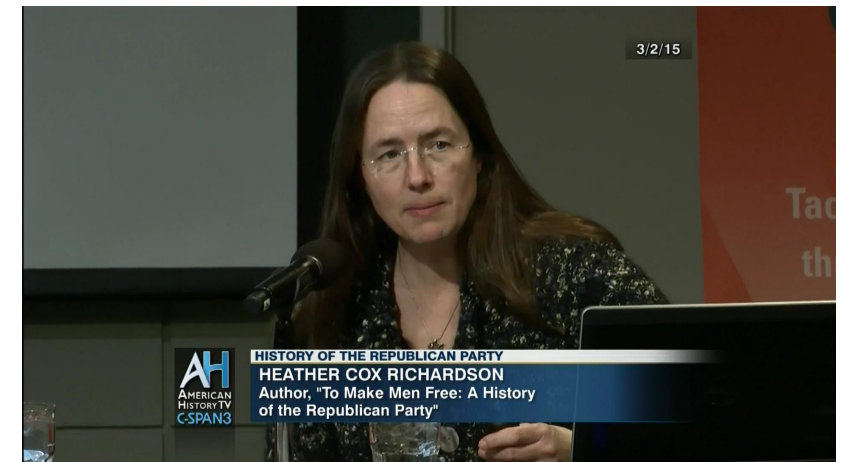
Information and material is available online in **TWO** places: on Blackboard, and on our blog. That way, if Blackboard is down, our work goes on. You should bookmark the blog's address ([www.tonahangen.com/wsc/us2](http://www.tonahangen.com/wsc/us2)), subscribe to its RSS feed, or add its Google calendar to your own to keep track of due dates.



# History 349, version 1.0



# History 349, version 2.0







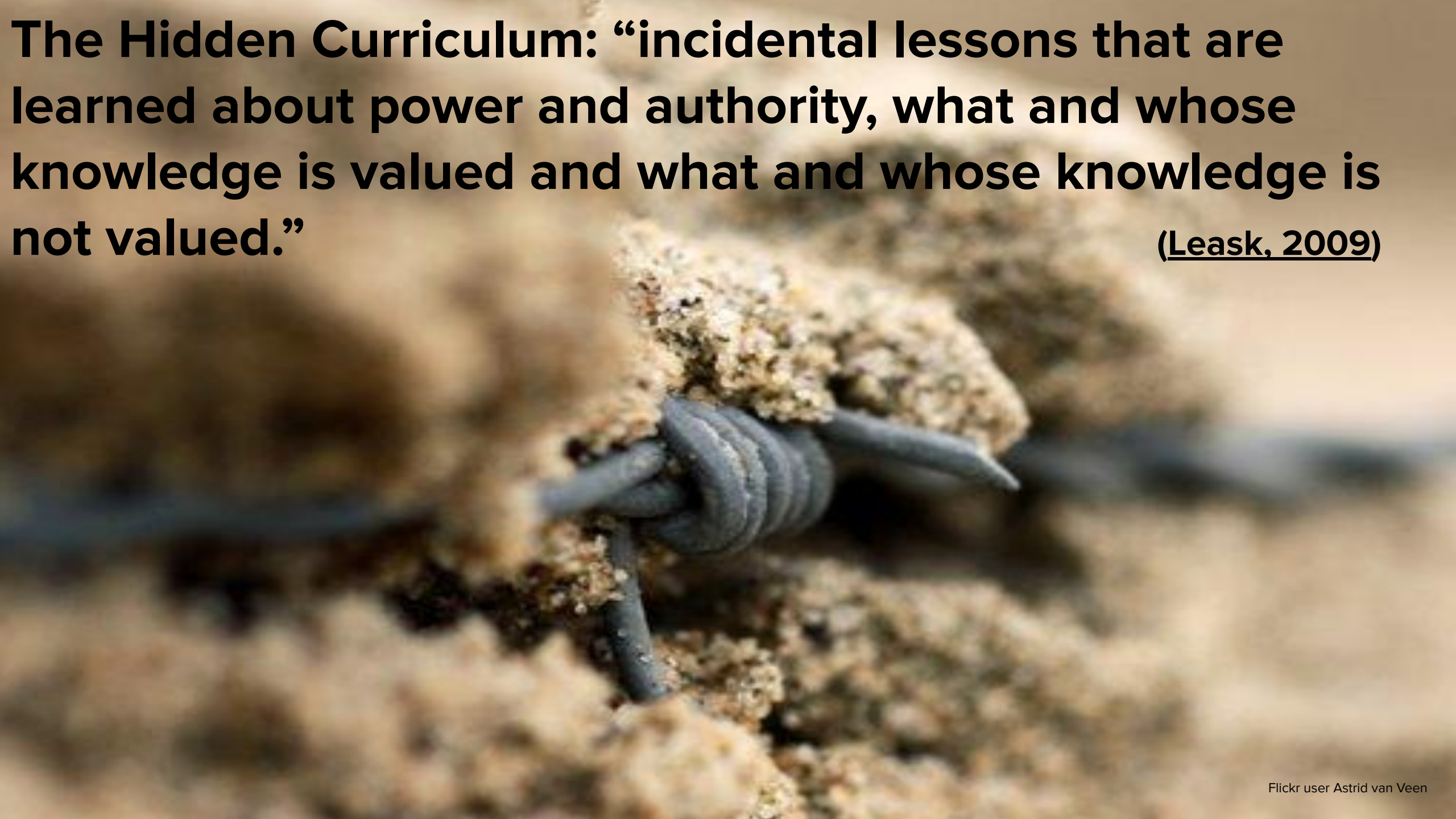
**What is the “Language” of our course? Of our teaching? *Language reflects structures.***

**Thinkers like Louis Althusser and Michel Foucault have shown us how structures reproduce themselves in transactions where power imbalances exist...like teaching**



**The Hidden Curriculum: “incidental lessons that are learned about power and authority, what and whose knowledge is valued and what and whose knowledge is not valued.”**

**(Leask, 2009)**







What does our syllabus language  
tell our students?

Where is their place?

What do we think of them?

Does this class matter?

How will they learn? And how will  
they *know* they're learning?

Can we be trusted?





"The promising syllabus fundamentally recognizes that people will learn best and most deeply when they have a strong sense of control over their own education rather than feeling manipulated by someone else's demands."

[Ken Bain](#)



A practice of *radical transparency*:

why are we doing this thing, now?





# Climate Matters



“learning doesn’t happen in a vacuum but in a course and classroom context where intellectual pursuits interface with socioemotional issues...we have a great deal of control over the climate we shape, and can leverage climate in the service of learning.”

Ambrose, et al. (2010)



**How do we make classroom discussions inclusive?**





Pre-discussion free writing:

Affirms deliberation, not verbal  
speed






# The Progressive Stack:

- Who usually talks, and why?
- How do we usually engineer discussions?







Access is important...but  
it's *what students are  
accessing* that's even  
more important.



# Universal Design for Learning (UDL)

- Multiple means of **representation**
- Multiple means of **expression**
- Multiple means of **engagement**





11.4 % of students entering college in Fall, 2107, report being diagnosed with a learning disability (the actual number is likely larger). [[National Center for Education Statistics](#)]

94% of students with learning disabilities received assistance in high school.

17% of students with learning disabilities receive assistance in college. [[Hechinger Reports, Learning Disabled Students, 2014](#)]

**UDL challenges us to go beyond simply *one* accommodation for *one* student, *one* time.**





# Accommodations? Or better learning for all?

- Recording of lectures/presentations
- Multiple options for projects
- Untimed exams
- For digital components: effective web design



91% of Americans have access to high-speed internet (>7 mbps downstream).

But “access” does not mean the same thing as “ready availability.”



# Guiding Questions for Our Practice

- How do we ensure we are *including* all of our students?
- How do we avoid *marginalizing* some of our students?
- How do we ensure that “inclusive for one means inclusive for all”? ([Thomas and May, 2010](#), p. 20)

Pedagogy is practice, and practice always derives from theory.







**Ideology never says ‘I am ideological’.”**

**-Louis Althusser**

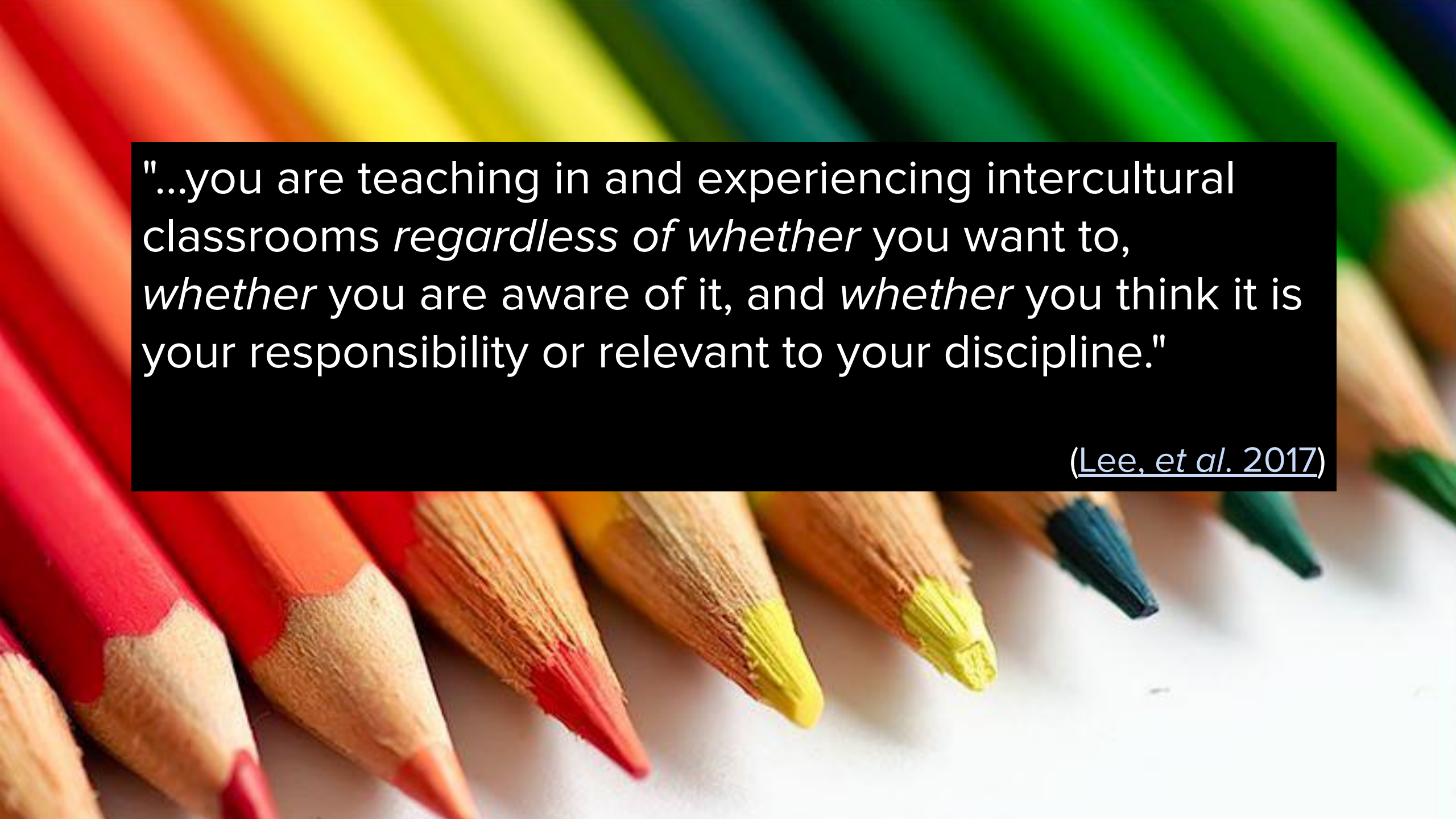


“If you choose not to decide, you still have made a choice”

-Rush, *Free Will*





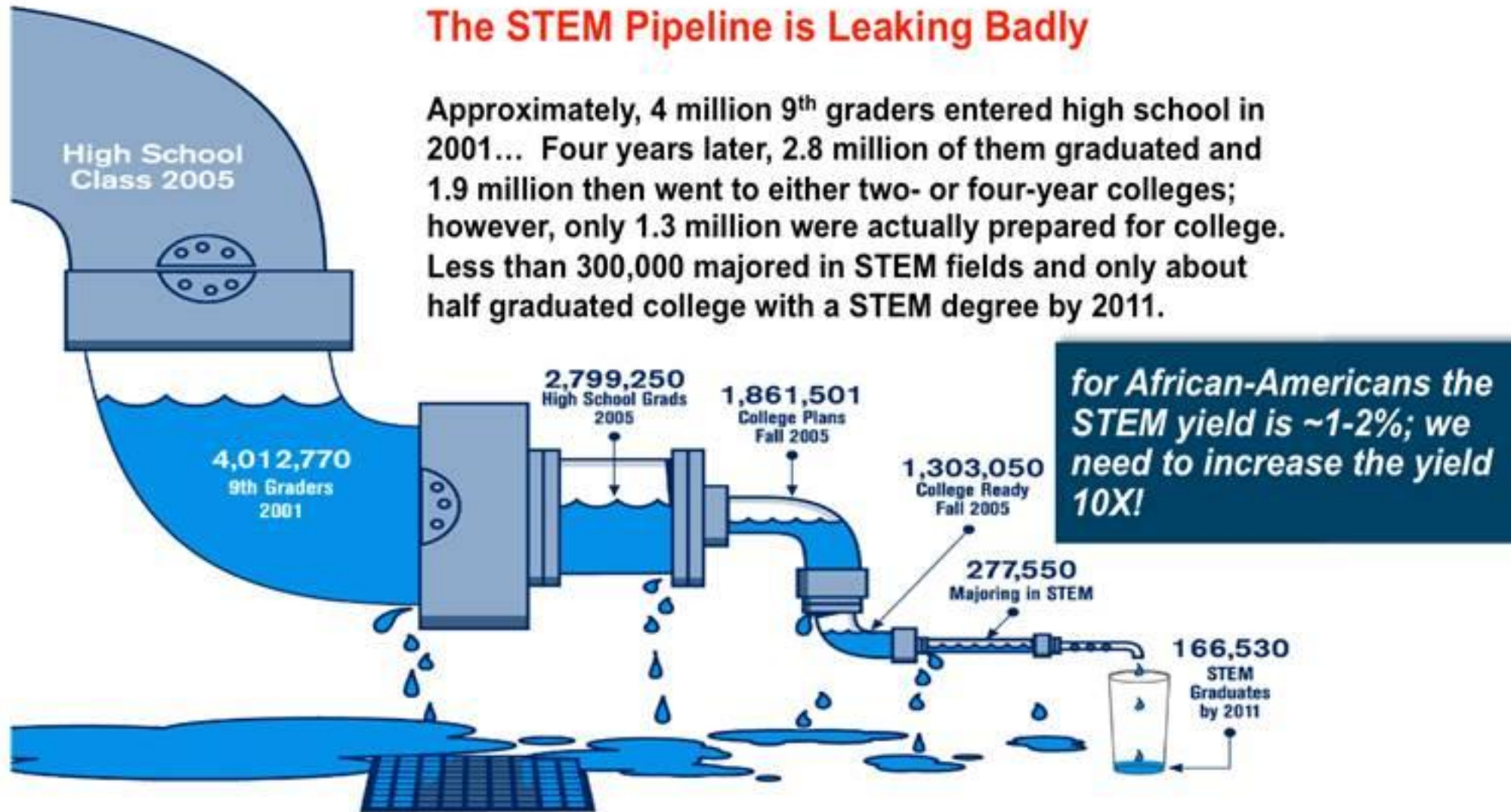


"..you are teaching in and experiencing intercultural classrooms *regardless of whether* you want to, *whether* you are aware of it, and *whether* you think it is your responsibility or relevant to your discipline."

(Lee, et al. 2017)

## The STEM Pipeline is Leaking Badly

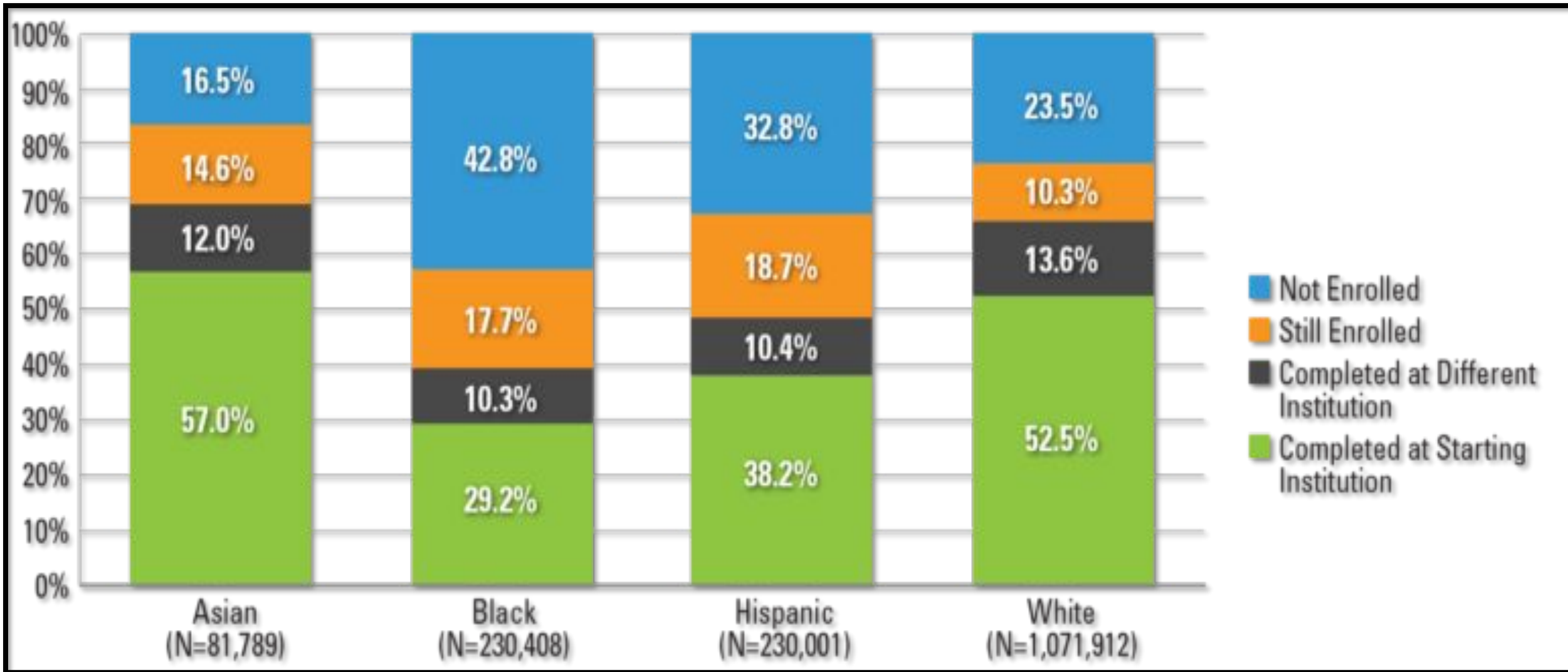
Approximately, 4 million 9<sup>th</sup> graders entered high school in 2001... Four years later, 2.8 million of them graduated and 1.9 million then went to either two- or four-year colleges; however, only 1.3 million were actually prepared for college. Less than 300,000 majored in STEM fields and only about half graduated college with a STEM degree by 2011.



Source: NCES Digest of Education Statistics; Science & Engineering Indicators 2008

"...whether you think it is your responsibility or relevant to your discipline."





"...whether you think it is your responsibility or relevant to your discipline."

**A genuinely inclusive pedagogy has to not just embrace our daily classroom practice, but become a set of lenses through which we view both our students and our work in the university.**





"The classroom remains the most radical space of possibility in the academy...I celebrate teaching that enables transgressions—a movement against and beyond boundaries. It is that movement which makes education the practice of freedom."

-bell hooks (1994)



**It's time to get free**







References and resources available at:

[bit.ly/InclusivePedagogy2018](http://bit.ly/InclusivePedagogy2018)

These slides available at:

[bit.ly/inclusivemarian](http://bit.ly/inclusivemarian)

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